

1-16-1958

## The Amplifier - v. 4, no. 6

Associated Students of the Montana School of Mines

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CADWELL SPEAKS AT CONVOCATION

Noted Alumnus Addresses Students

Edward Cadwell, field engineer for the American Cyanamid Company and a graduate of the Montana School of Mines, spoke to the student body on January 7. His talk, "Metallurgical and Mining Problems of South American Mining Companies," was illustrated with interesting color slides of various mineral particles.

Mr. Cadwell stated that many South American companies suffer from a lack of planning in their mining and milling operations. Because of the declining prices of copper and other non-ferrous metals, efficient recovery and high-grade concentrates become of great importance. In many cases, low-grade concentrates and poor recovery are due to locked mineral particles or coated particles. A microscope is often necessary to determine these conditions and Mr. Cadwell has studied thousands of samples in this manner.

The speaker, who is one of the world's foremost microscopists, stressed the importance of microscopic examination and mineral dressing tests to guide future mining and milling operations. In some

cases the mineral particles are so finely disseminated that ordinary concentration methods are inefficient and the mill operator must be content with a low percent recovery.

The slides shown were of polished sections of mill samples, taken through a microscope. The photographs were in color and, in most cases, the mineral colors were reproduced exactly.

Mr. Cadwell, who received a master's degree in metallurgical engineering in 1937, called the Montana School of Mines "one of the best" and stated that our graduates "have a reputation that is very enviable." In the South American field he has encountered a number of engineers who have been trained in Butte and said that they have "contributed a good deal towards the good neighbor policy." He also commented on the engineering situation and said there is "a lack of skilled people" in South America at the present time.

The talk was sponsored by the Anderson-Carlisle Society and Ted Burch, vice president of the metallurgical section, introduced the speaker. Mr. Cadwell's son, Dave, is currently enrolled as a freshman at M.S.M.



Part of the crowd at the M.S.M. annual Christmas dance. Music was provided by the Fran Reich Orchestra. The decorations and refreshments were a project of the Coed Club. The dance was held on December 15 and was well attended.

Mining Symposium Scheduled For May

The Department of Mining Engineering of the Montana School of Mines, actively assisted by the Mining Association of Montana, the Anaconda Co., the Montana Society of Engineers and the MSM Alumni, will sponsor a symposium concerned with the hydraulic emplacement of mine stope fill. It will be held on the campus of the School of Mines on May 9 and 10, 1958. The group will include visitors from regions extending from Sudbury, Ontario, to Pennsylvania.

The object of the symposium will be to allow some mine operators to present papers outlining their solutions to specific problems in the use of hydraulically emplaced fill and to allow other operators to explore for solutions to their own problems through a free interchange of ideas during the discussion period following each paper on each session. The subject matter for the series of papers will be selected to allow as complete a coverage of the most recent developments in the field as time will allow.

Petroleum Engineering---What Is It?

by Douglas H. Harnish, Jr.

The petroleum industry is not yet 100 years old but in that time it has grown to tremendous proportions affecting our welfare, economy, national defense, and even our way of life. What is the petroleum industry and what are we talking about when we say "He is an oil man?" This "oil man" may be occupied in one or more of the hundreds of phases existing in the petroleum industry. He may be an oil geologist, a driller, a pipe-line gauger, a refiner, a lube oil salesman, or a gasoline station attendant. He may be a petroleum production engineer and that is the field or phase of the industry that each student enrolled in petroleum engineering here at Montana School of Mines is preparing for. Briefly, the petroleum production engineer learns that petroleum and natural gas occur in certain rock structures within the earth's crust in many parts of the world. Although popularly supposed to be underground pools or lakes of oil, in reality, the fluid fills the voids in a layer of porous rock, known as an oil reservoir. Because oil and gas are formed only in certain geologic structures, the petroleum engineer makes use of geophysical and geologic methods to determine favorable areas for drilling.

In the early days of the industry, not too much engineering was utilized. Today, it is a specialized field divided into phases such as well drilling, production, transportation, and storage of oil and gas.

Once a wide, favorable area for drilling a well has been outlined, the petroleum engineer helps decide the actual well location. He may then be called upon to solve the mechanical problems of rotary drilling equipment, drilling tools, and derrick; the control of drilling muds for conditioning the hole, holding down the gas pressure, and lubricating and cooling the bit. After completing well tests such as drill stem tests, bottom hole pressure tests, radioactive and electric logging, he supervises the design and running of casing followed by development of the oil field which involves the number and spacing of wells and rate of production. He plans and designs oil and gas pipe lines, treating installations and necessary tanks for storage. He must select the suitable producing methods for the most economic production, such as plunger or gas-lift pumps, prime mover requirements and rates of production. He recommends methods of well repair and supervises this work. He supervises well measurements, the running and cementing of casing, casing perforations, squeeze cementing, acidizing, hydraulic fracturing and other technical applications in the production of oil. He makes studies of the reservoir, its extent, content and physical characteristics. He learns the application of fundamental and involved theory of reservoir mechanics and fluid-rock properties proceeding to the principles of secondary recovery and pressure maintenance. He must know how to treat emulsions, dispose of salt water and inhibit corrosion of equipment.

The average young engineering student in petroleum will learn the fundamentals of the foregoing de-

scription and upon graduation may be employed by a major producing company which enters him into a training program to give him the practical application of what he has learned in theory. Eventually he will migrate to his own field of specialization or that phase which appeals to him. In time he will, if he shows the proper qualifications, gravitate into management or supervision on a higher and higher plane. His salary is as high as most of the engineering field and his chances of early advancement are unlimited. He may be employed in the U.S. or he may go "foreign." In any event he is a part of a glamorous and aggressive industry—the "fascinating oil business."

School of Mines Accredited

The Engineering Council for Professional Development has extended the accreditation of the Mining, Metallurgy, and Geology departments until the fall of 1958. The mineral dressing course in the Metallurgy department has been accredited until 1960.

A committee from the E. C. P. D. investigates the school facilities in the spring, six months prior to the Council's fall meeting. The report of the committee is evaluated by the Council, and a decision is made as to whether or not the various departments of the school are to be accredited.

These accreditations are published in various college evaluation catalogues, and are the basis of many decisions concerning the graduates of the accredited schools.

There will be sessions covering such aspects as the use and application of hydraulic fill in which the modification to mining methods that result from the use of this technique will be described, as well as a discussion of the use of hydraulic fill for fighting mine fires and as a stabilizing factor providing regional support to ground adjacent to active mines. The problems associated with conditioning sand and tailings, for the most efficient transportation, placement and drainage of the fill after it is in place will be discussed, as well as the results of the most recent research into the design aspects of sand fill systems.

It is hoped that by conducting this symposium, the Montana School of Mines will more completely fulfill its purpose of providing educational facilities to personnel of the Mining Industry of Montana and the Northwest.

**NOTICE**

Any senior interested in graduate study in engineering in Venezuela should see Dr. Brown. Student should speak Spanish. Stipend is \$5,000 for one year.

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**HOCKEY**

Mines vs. Copperleafs

AT CIVIC CENTER

January 23 at 8:00 p.m.  
January 30 at 8:00 p.m.

LITTLE MAN ON CAMPUS





# The Amplifier

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## EDITORIAL

Well here it is, 1958, and the bright new year is before us. Gone are the trials and tribulations of the old year; gone the losing football season, the bad grades, the Sputnik launchings, and all the many other heartbreaks and heartburns which lent brief humility to God's chosen creatures, namely, the students at M.S.M.

Some of the questions before our little congregation seem to be these: Will 1958 be better or worse than the previous 365 days? Will the mines go on six shifts again with the resulting prosperity for many of the student body? Will the basketball team have a good season? With the finals only two weeks away, the most prominent question is, Shall I hit the books and try to raise my grades in the finals or shall I try to slide through with my "C" average?

Many people have warned that unless American youth gets on the ball, the Russians will achieve an overwhelming scientific and technical advantage and ultimately conquer the free world. You wouldn't want nasty old Russians telling us what to do, would you? However, let us examine the problem from a less emotional viewpoint and determine the real reason we struggle. That reason is, in 99.98% of the cases, **money!**

No matter how dedicated the young engineer, he would hardly consider four years of hard work for the privilege of starting at a meager \$235 per month with a ten dollar raise every year and two days off for Christmas. No, the typical engineering student dreams of a good starting salary (\$500 plus per month) and an unlimited opportunity to advance.

How does education help to further this altruistic goal? Well, in the first place, a person must graduate from school in order to qualify for those succulent starting salaries; in order to advance in the profession, one must have a fundamental knowledge of engineering principles. To rephrase a tired old cliché—the more you learn, the more you earn. Therefore, the goal of all Red-Blooded American Youths should be not only to earn a diploma, but also to learn as much about engineering and related subjects as possible in the short time available.

In all (sob!) seriousness, it will be the engineers who will build the brave new world or repair the battered old one. The hairy beast slobbering over a slide rule today may be the well-dressed business executive of tomorrow and the trembling hand that today holds a soggy cigarette butt may firmly grasp a two-dollar cigar in the near future.

So in 1958 you may apply yourself to save the world from communism, intolerance, indigestion, or any of the other evils if you are so inclined, but don't forget to hit the books for good old No. 1.

## 75000 Scholarships For Foreign Study

UNESCO Lists Opportunities in 83 Countries — Including Soviet Union

More than 75,000 international scholarships and fellowships are offered by governments, universities, foundations and other institutions in 83 states and in many non-self-governing territories. They are listed by the United Nations Educational, Scientific and Cultural Organization in the latest edition of **STUDY ABROAD**, just issued by the Unesco Publications Center, New York.

This total compares with 15,000 scholarships and fellowships listed in the first edition published in 1948. It includes fellowships newly awarded by the Soviet Union, Ethiopia, Ghana, Paraguay and Saudi Arabia.

This latest edition of **STUDY ABROAD** contains the results of UNESCO's annual survey of foreign student enrollments at universities and other institutions of higher learning throughout the world. A survey covering the years 1955-1956 showed that an estimated total of 140,744 students were studying outside their countries.

The United States leads the world in the number of students from foreign countries with a total of 36,494. Next comes France with 16,877, the USSR with 12,300, the United Kingdom with 9,723, the German Federal Republic with 7,487, Austria with 4,315, Egypt with 3,871, Japan with 3,137 and Australia with 1,805.

The United States also holds the lead among countries offering fellowships with 21,000 listed in **STUDY ABROAD**. Next comes France with 8,000, and then the United Kingdom with 2,500. The United Nations and its agencies offer about 4,000 fellowships.

**STUDY ABROAD** includes in its 836 pages authoritative information on opportunities for foreign study including complete details on each award: Where to apply, who is eligible, field of study, length of course, amount of award, etc. More than twice as many of these grants are available to American students than to those of any other country.

For the interest of teachers and professors the chapter on opportunities for teaching abroad has been expanded. In addition to reporting 1-year exchange programs, it now indicates the requirements for obtaining appointments for longer periods in countries requiring the service of foreign teachers. A chapter on organizations offering advisory services to persons wishing to plan a period of study abroad gives information on 250 organizations in 50 countries which can offer services either to foreign students coming to study in their countries or their own nationals wishing to study abroad; on matters such as suitable academic institutions, cost of living, tuition fees, procedures for securing entrance to universities, etc.

**STUDY ABROAD** at \$2.50 is a reference book for all libraries, information centers, offices of cultural attaches, foreign student advisors, and for anyone contemplating study in a foreign country. It is available from the Unesco Publications Center, 801 Third Avenue, New York 22, New York.

## STUDENT'S PRAYER

Now I set me down to study,  
 I pray the Lord I won't go nutty.  
 And if I fail to learn this junk  
 I pray the Lord I will not flunk,  
 And if I die don't pity me at all,  
 Just lie my books in study hall.  
 Pile my books upon my desk  
 And tell the profs I did my best.

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## STUDENTS HEAR NOTED ADVENTURER

Members of the student body and interested down-town people were entertained by a talk, **Russia—Its New Face**, by Neil Douglas, explorer, glaciologist, writer, lecturer and photographer. Mr. Douglas spoke at Montana School of Mines on Thursday, January 16 at 10:15 a.m. in the Library-Museum Building.

An Honor graduate in civil engineering from Lafayette College, Easton, Pennsylvania, Mr. Douglas is a charter member of Tau Beta Pi. For two years he was All-American center on a national championship football team.

He has climbed erupting volcanoes, 18,000-foot mountains, the tops of the Alps and has named new mountain ridges, peaks, passes and gigantic glacier tongues for forthcoming maps. Mr. Douglas is one of only eight men in the world who gather scientific information on tidal front glaciers. The Encyclopedia Americana has him as its authority on glaciers.

Mr. Douglas is a fellow of the American Geographical Society, the British Glaciological Society, the American Polar Society, the American Geophysical Union and a member of the Explorers Club of New York and the Swiss Alpine Club. He is listed in "Who Knows and What."

As a photographer he contributes to the Encyclopedia Americana and international geographic publications. Color visual adventures of at least twenty-four countries have been produced by him.

He has appeared on radio, television, national lecture and educational forums and has given more than 4,000 public addresses.

His presentation included a film on Russia and the presentation of some Russian music.

## HUMOR FOR THOSE WHO NEED HUMOR

(Reprinted from the **Campus Crier**, Ellensburg, Washington) These definitions of college life have been put forth by student publications all over the United States.

- Diploma: A sheepskin that a graduate used to pull to wool over some employer's eyes.
- Cramming: The desperate hours.
- Cut: Being where your class isn't when it is.
- Co-ed College: Where the girls go in for facts and the boys go in for figures.
- Girl's Dorm: A male student's idea of heaven.
- Upperclassmen: Students who are a shining example for freshmen . . . shining because they are all either bright, lit up, or polishing the apple.

## Poetry Section

Original Poem by Brown

(Written following a recent lecture)

A teacher's a crook  
 Who just reads from a book  
 It make our tuition just losses.  
 Teachers who can't  
 Do better than that  
 Had better be shift bosses —  
 Not TEACHERS.  
 Professor Stubbsmagulwitz's test  
 Was one of the best,  
 We all could not help but have losses.  
 Unless there's a change  
 I'm sure he'll arrange  
 For us to be shift bosses —  
 Not ENGINEERS.

(Ed. Note: Only the names have been changed to protect the innocent.)

## CAMPUS PERSONALITIES

Donald R. Schweitzer, senior class secretary-treasurer, comes from Milwaukee, Wisconsin. He received a small scholarship and attended the Wisconsin Institute of Technology in Platteville, Wisconsin, for one and a half years. This is his third year at Montana School of Mines where he is majoring in mining.

Don has been an AIME student member and last year was chairman of the Mining Department in taking charge of "E" Day. This year he is chairman of the Bureau of Mines and Geology. He is a member of Theta Tau. In the athletic field, he takes an active part in intramural sports. His hobbies include cutting rocks and minerals and prospecting.

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BUTTE, MONTANA

## AEC Promotes Mines Graduates

Robert H. Toole, Millard L. Reyner, Ernest E. Thurlow and Elton A. Youngberg, all graduates of Montana School of Mines in Butte, have been named to important posts of the Grand Junction Operations Office of the U.S. Atomic Energy Commission, Grand Junction, Colo. The appointments were announced by Allan E. Jones, manager.

Mr. Toole, who earned his engineer of mines degree in 1924, has been named chief of the leasing and development branch of the Production Evaluation Division; Mr. Reyner, who received his BS degree in metallurgy in 1942, and his master's degree in geology in 1947, was appointed acting chief of the Casper, Wyo., branch of the division, and Mr. Thurlow, who gained his master's degree in geology in 1941, becomes chief of the Denver branch.

Mr. Youngberg, who earned his bachelor's degree in mining in 1937, is assistant manager for operations of the Production Evaluation Division and the Source Materials Procurement Division.

## MAGAZINES NAME UND PROFESSOR AS SPECIAL EDITOR

San Francisco, California (January 1)—**MINING WORLD** and **WORLD MINING**, leading technical magazines of the minerals industry, are pleased to announce that Howard L. Waldron, Professor of Mining Engineering at the University of North Dakota, has been appointed Special Engineering Editor. His first article in that capacity will appear in the January 1958 issues.

The article, "J&L Dredges Iron Ore Tailings for New Spiral Flotation Plant," will describe a new plant conceived and put into operation by Jones & Laughlin Steel Corporation at Calumet, Minnesota. Because it is the first U. S. plant to apply froth flotation to soft, earthy hematite ores, and because of the multi-billion-ton reserve of those ores on the western Mesabi, the plant has great possible economic significance. It also has the only hydraulic dredge operating on the Mesabi, and the only beltless (all pump) beneficiation plant on the Iron Ranges.

Mr. Waldron spends most of his time in his position as Professor at the University of North Dakota. He is from Froid, in northeastern Montana, and was graduated with honors from Montana School of Mines at Butte. His experience includes work in civil and mining engineering, and service in the Pacific Theater during World War II. He is a former fulltime Field Editor and later New York District Manager of **MINING WORLD** and **WORLD MINING**.

**MINING WORLD** is an internationally known technical publication of Miller Freeman Publications, largest trade magazine publishers west of Chicago. Printing headquarters are at 500 Howard Street, San Francisco, California.

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## ENGINEERING DAY

by G. Rae Parker

Many of the faculty members and students at the School of Mines have not had the opportunity to learn the details concerning Engineering Day. For this reason the following information has been assembled.

### Purpose

The purpose of Engineering Day is to acquaint the adults and students of Butte and surrounding communities with the type of education and professional background that Montana School of Mines has to offer.

### Time and Place

Engineering Day is scheduled for the following days:

Thursday, May 15, 7:00 p.m.-10:30 p.m.

Friday, May 16, 9:00 a.m.-10:30 p.m.

For this reason Friday, May the 16th has been proclaimed a holiday by the faculty. The entire event will be held on the School of Mines campus.

### Nature of the Event

Designated departments will schedule demonstrations accompanied by appropriate lectures and signs which best portray the departments role in training Montana School of Mines students.

### Responsibility

Engineering Day must, of obvious necessity, be an undertaking of the entire student body. However, as the Anderson-Carlisle Society is the instigator and sponsor of the event, a large part of the responsibility for its success rests upon this group. In particular, the officers of the Anderson-Carlisle Society are responsible for a creditable production.

### Departmental Committee Heads

The following is a list of the departments which, it is hoped, will present individual programmes and the head of the committee who is responsible to the president of the Anderson-Carlisle Society for his department's portion of Engineering Day:

Mining, W. R. Wayment; Mineral Dressing, D. Zipperian; Metallurgy, C. Burtch; Geology, P. Sweeney; Petroleum, P. Butler; Chemistry, A. Rule; Bureau of Mines and Geology, D. Schweitzer; Physics and Mechanics, R. Dokken; Humanities and Mathematics, F. Baney; Library, D. Tewtong.

Each Committee chairman should select 4 or 5 students to work with him in the preparation of his department's exhibit, and give the names of these students to the secretary or president of the Anderson-Carlisle Society. Final plans concerning the students on duty at each exhibit will be made prior to E-Day.

It is suggested that all committee heads work closely with the Head of the Department in which his exhibit will be staged. In the event that exhibits are to be procured from manufacturing or other types of companies, letters should be written immediately—time is short.

At last year's Engineering Day it was found that most interest was shown in moving displays. Every effort should be made to make each exhibit interesting and colorful.

### Detail Committees

Committees will attend to miscellaneous matters as follows:

Refreshments, Committee members to be appointed; Movies, M. J. Barnett.

Movies will be shown continuously as part of the programme. The responsibility of procuring the movies will rest with each department

that wishes to show them. The committee on movies will co-ordinate the presentation of the films and arrange for necessary operators and projectors. For this reason it is necessary that each department submit a list of the movies that they wish to be shown and the length of each movie to the committee on or before April 30, 1958.

Signs and Programmes, H. B. Treweek.

Programmes will be given to the visitors upon their arrival on the campus. These programmes, showing a map of the campus, will detail the time and places of the various events. Signs will be strategically placed around the campus, indicating names of the buildings and the programmes being presented in each. All posters, placards and signs used at an integral part of a display must be provided by the department fostering that display. So that a program can be compiled, all details must be presented to the president or secretary of the Society on or before April 30, 1958.

Parking and Welcoming, to be appointed; Outside lighting, R. Frederick.

As much outside lighting as is feasible will be employed.

Visitor's Book, to be appointed.

An attempt will be made to keep a record of the attendance in a visitor's book.

Advertisement, F. H. Kelly.

Professor Kelly has kindly consented to handle advertising in connection with E-Day. The Alumni Association in the Montana section of the A. I. M. E. will be contacted.

### Finances

The ASSM has allocated \$100.00 to finance E-Day. This money will be used to purchase small items such as posters, paints, etc. The secretary or president must approve any requisitions for material to be sought before the Registrar will provide the formal requisition which is required for the use of any ASSM funds.

### Conclusion

The wholehearted support of the student body is needed to make Engineering Day a success. This display must be at least equal in quality to the fine annual show presented by the Butte high schools. The co-operation of both students and faculty thus far has been superb. Continued efforts of this caliber will surely produce an Engineering Day of which Montana School of Mines' students, faculty, and alumni can justifiably be proud.

## FEE BOOST APPROVED

The State Board of Education approved the fee boost to be effective next semester. The movement was first under way in the spring of 1957 when the students made a voice approval of a \$2.50 increase. Then the Student Council voted in October to recommend an increase and the matter was discussed for two months. On December 11 the increase was brought to a vote by the Associated Students. After the approval by the required number of students, the fee boost was presented to the State Board on December 16. Next semester the student activity fees will be increased from \$12.50 to \$15.00. With the additional money, it may be possible to help other campus organizations which received no appropriations during the fall semester. Plans are also being made to give some of the extra money to the coffee shop.

## INTRAMURAL STANDINGS

(As of January 10)

Team	Won	Lost
Goofs	4	0
Third Floor	3	0
Sigma Rho I	3	1
Theta Tau Gears	3	1
Play Boys	3	1
Nicholson's	3	1
Crnich's	2	1
Theta Tau Tongs	2	2
Sigma Rho 2	1	3
Sigma Rho 3	1	3
Sigma Rho 4	1	3
Theta Tau Hammers	0	3
Rats	0	3
Theta Tau Garnets	0	4

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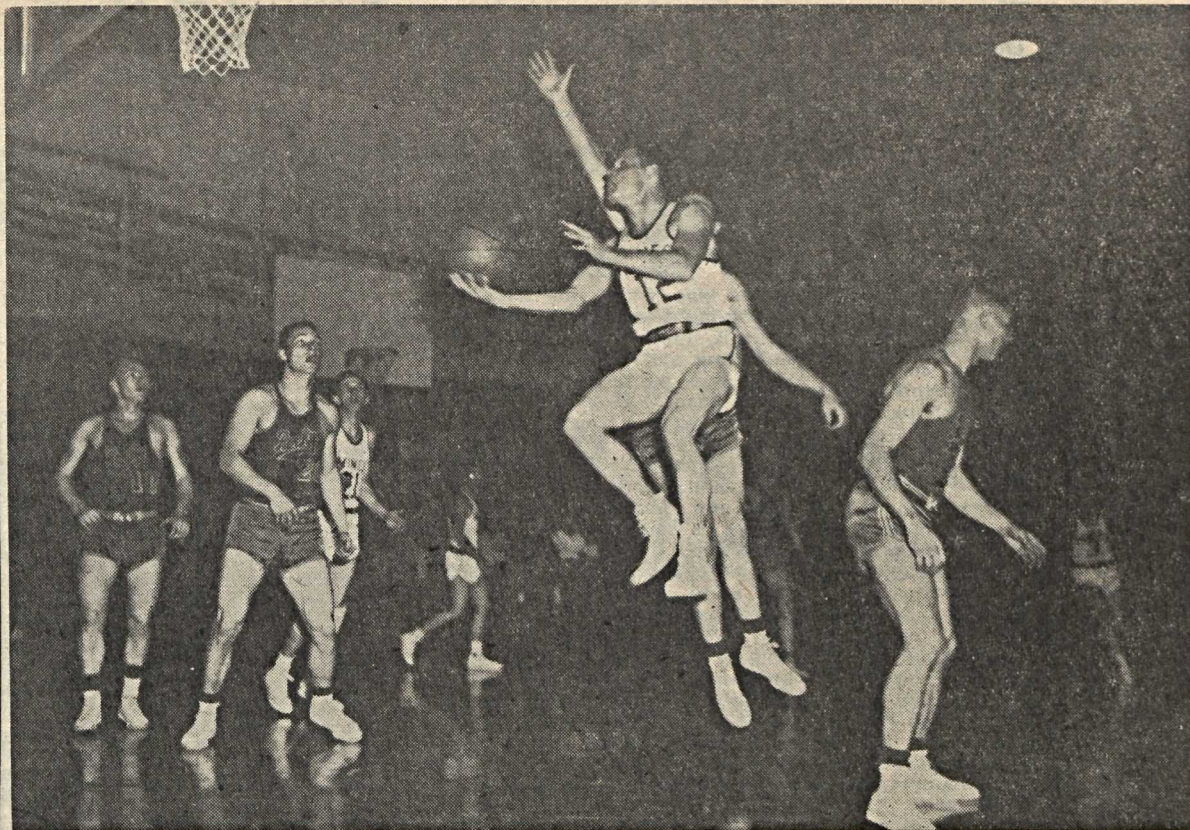
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Mel Bennett drive in for two points for the Miners. Other players are Mike Freebourn (21), Jim Freebourn (4), and Gus Coolidge (3)

## MINES LOSE FIRST CONFERENCE GAME TO RMC

Rocky Mountain College of Billings used their height and game experience to defeat the Montana School of Mines 81-54 in a game played at Butte on January 11. Anderson paced the Bears with 19 points, followed by Jim Peterson with 16.

Although the game ended with a wide margin of score, it was much more exciting than indicated. After ten minutes of play, the Bears led by only five points, then extended their lead to eleven points at the half, 33-22.

Eight men entered the scoring column for the Miners, led by Mel Bennett with eighteen and Mike Freebourn who tallied eleven. The Oredigger team showed much improvement in their offensive play, but couldn't grab the necessary rebounds to follow up.

The game was the first conference contest for the Miners. The team goes on the road for a double-header in Billings January 17 and 18, meeting Rocky Mountain on Friday night and the Eastern Montana Yellowjackets on Saturday.

Box score:

Mines (54)	G	F	P	T
M. Freebourn	5	1	4	11
Bennett	9	0	4	18
Smart	0	0	3	0
J. Freebourn	3	0	1	6
Lueck	2	1	1	5
Coolidge	0	0	1	0
Belanger	2	0	0	4
Roberts	0	0	0	0
King	1	1	0	3
McGee	1	0	1	2
Kerr	0	0	1	0
Mahagin	2	1	3	5
Totals	24	4	19	54

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## COMING EVENTS

### January

- 6—End of recess.
- 8—Student wives meet in the coed room at 8:00.
- 9—Anderson-Carlisle meet in Library Museum at 7:00.
- 11—Basketball; Rocky Mountain here.
- 17—Basketball; Rocky Mountain there.
- 18—Basketball; Eastern there.
- 22—Basketball; Western here.
- 23—Last day of classes.
- 24—No school.
- 25—Final exams begin 9 a.m.
- 30—Final exams end 1:30 p.m.

### February

- 1—Basketball; Carroll here.
- 2—Faculty Women's Club annual dinner, Finlen Hotel.
- 3—Registration for 2nd semester.
- 8—Basketball; Eastern here.
- 12—Student wives meeting in coed room at 8:00.
- 14—Basketball; Northern there.
- 15—Basketball; Carroll there.
- 16—Student wives pot luck in Museum Hall.
- 21—Basketball; Northern here.
- 28—Basketball; Western there.

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RMC (81)	G	F	P	T
Bender	1	2	0	4
Littlelight	0	0	0	0
Simpkins	0	0	0	0
Peterson	4	8	2	16
Tweedy	0	1	0	1
Olson	0	0	0	0
Steel	5	1	1	11
Frost	4	1	2	9
Stoddard	3	0	1	6
Maron	1	0	0	2
Anderson	5	1	1	11
Quilling	1	0	0	2
Berg	0	0	0	0

At half—Mines 22, RMC 33.

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Down With The Dominating Dead

Guest Editorial by Ed Lahey

Every ninety minutes or so Sputnik glides by, testifying that man is a creator, a builder, when given the chance. Our politicians, many of our teachers, and leaders of American society have indicated their concern over American techniques in education. But most of these people only make noise and demand attention. One reads phrases such as, "The gap between American and Russian science is appalling," or "America trails in scientific education." But no one seems to examine the contemporary prevailing philosophy of education for the causes of our failure to advance as speedily as the Russians.

Allow me to suggest that we all think about this situation. In the first place I presume everyone is aware of the domination of the dead over us as individuals. Not one of us chose where he would be born, or when. Not one of us selected his father, mother, brother or sister. We did not choose our surroundings. We did not decide whether we would be rich or poor, wise or foolish. We did not determine whether we would be European, American, Mohammedan, or Christian, black or white, Gentile or Jew. All these things are determined for us by the dead. For centuries our ancestors have been building and we are sitting on the summit of what they have built. Our present culture is a sort of coral island in the ocean of the infinite. The world is full of the spirit of the dead. They speak to us from the schools; they descend upon us from books written long ago by people who didn't know anything about our problems, or even imagine them and their complexity. From the statues of the masters, from the songs of old musicians, everywhere we are under the influence of the dead. Everything we do and everything we are is largely the result of those who came before us.

As we grow up we find ourselves in such a labyrinth of social environment built by those who have passed on, that we are scarcely able to find our way out, to develop any individuality. When we come to the question of education we find ourselves enslaved by the dead. Why do we have such a complicated language? Why do we have such a ridiculous speller? Why does our calendar change each year? Because we are followers of the past. All these things could be simplified if it weren't for the dominating dead. If it were up to us, couldn't we change it all? When we look at our system of developing the young let us consider whether it is really an education or simply cramming the youth with the thought of dead

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men. Emerson, the great American prophet said when speaking upon education, "We are the students of words! We are shut up in schools and colleges and recitation rooms for ten or fifteen years, and come out at last with a bag of wind, a memory of words, and do not know a thing."

A story I recently heard about two serious-minded grade school students graphically expresses my point. The first student during recess was asking his friend what he thought about the speed of Sputnik number two—just then the bell rang and he blurted out "Oh! darn, now we have to go back and count beads." How can the human race grow as it might, how can it come to terms with the ever-maturing scientific revolution when our schools still concentrate on mythology and Moses, and Emerson's phrase is still apt. To quote him again from his essay on "Self-Reliance": "Familiar as the voice of the mind is to each, the highest merit we ascribe to Moses, Plato, and Milton, is that they set at nought books and traditions, and spoke not what men but what they thought." Let us dismiss the nonsense of traditions and stand on the conviction that we are on the eve of great changes in our educational system. We hear rumblings and dissatisfactions from every side, which seem to confirm this resolution. Let us look forward to the time when our schools will not be strong-holds of absurd and musty texts but instead will be the guarantee of strong creative personalities who can step out of dead men's shoes and build a cleaner world fitted to man's real needs. What these changes will be, only the future will determine, but perhaps they will stem from man's realization of the domination of the dead.

The greatest courage man has known consists of cutting loose to think alone.

A Milwaukee teacher tells about the mother of a second grader who asked for a conference to discuss the young one's lack of progress in school.

"I'm so worried about her," the mother said. "I know she's not at all bright. I'm afraid she'll never get a man."

The mother paused and stared blankly into the future. Then her features brightened somewhat.

"Of course," she went on, "she could always be a teacher."

\* \* \*

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**THESPIANS TO STAMP THE BOARDS**  
By W. W. Chance

As a dramatics activity, Mines has staged, for some years past, an annual play, generally produced just before mid-term of the second semester. If you are interested in participation, you should register for **Dramatics 7**, which carries 1 credit, though nonregistrants frequently participate. In addition to the cast, people are needed for production: stage managers, prop manager, lighting, make-up, publicity, etc. No doubt, we can use your help in some capacity.

On reserve in the library are copies of likely plays. It is recommended that you look at these, perhaps choosing one you consider the best. Too, I should like to know your opinion. Considering our handicaps—abbreviated stage, limited facilities, small student body, conflicting activities, etc.—I have thought of, in order, the following: **My Three Angels**, **The Rainmaker**, **Dial M. for Murder**, **Bus Stop**, **The Desperate Hours**, **Twilight Walk**. **My Three Angels** (7 M, 3 W) seems just now the best choice. A good comedy, it has, if well acted, considerable audience appeal. Acting editions of other good plays, such as **Outward Bound** and **Heaven Can Wait**, are also available in the library, should you be interested in reading these. Of interest to drama people are these books, also in the library: **Henning, A Primer of Stagecraft**; **Rosenstein and others, Modern Acting: A Manual**; and **Baird, Make-up**.

Tryouts for the play chosen will be held during the first week of the second semester. As for the past two years, we plan a two-night stand before "folding." Last year, we had two full houses. Actually, the play is presented three nights, for the dress rehearsal sometimes attracts a few people. Watch for announcements toward the end of the first semester. I should like to know what coeds are contemplating tryouts. Inform me shortly, please.

Importantly, it is not recommended that people involved with another major activity attempt to

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carry a big assignment in the play. Further, watch class (and job) conflicts. Rehearsals are generally held from 4:15 to 5:15 or 5:30 p.m., Monday through Thursday, with some week-end rehearsals when the play approaches production. Successful presentation of a full-length play requires concentrated effort for about 6 or 7 weeks: regular rehearsals, prompt attendance and memorization of lines and business, early arrangement of scene and property plot, businesslike attention to all details of presentation. Cooperation is important; more, it is imperative. Once in a play, really make your part, on or off stage, a hit; you, as well as your colleagues, benefit. The Drama Club has staged professional, or near professional, productions; you can have another.

Again—watch for the play choice and tryout announcement.

A psychiatrist advised his timid little patient to assert himself. "Don't let your wife bully you. Go home and show her who's boss."

The patient went home, slammed the door loudly and roughly seized his wife. "From now on," he snarled, "you're taking orders from me, see? You're gonna make my supper this minute and when it's on the table you're goin' upstairs and lay out my clothes, see? Tonight I'm goin' out on the town—alone, and do you know who's going to dress me in my tuxedo and black tie?"

"You bet I do," was the answer. "The undertaker!"

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**THE TALL STRANGER**

S., M., T., Jan. 19, 20, 21  
**BOMBERS B-52**

Wed., Jan 22  
**DEVIL'S HAIRPIN**

T., F., S., Jan. 23, 24, 25  
Walt Disney's **PERRI**

S., M., T., Jan. 26, 27, 28  
**LES GIRLS**

Wed., Jan. 29  
**FACE IN THE CROWD**

Thurs., Jan. 30  
**COMMUNITY CONCERT**

Staring Fri., Jan. 31  
**PAL JOEY**

**Know Butte . . . .**

**Early-Day Diggins**

The earliest diggings recorded on Butte hill were made sometime prior to the summer of 1856.

It was then that Caleb E. Irvine, later a judge in the Butte area, rode into Summit Valley or Butte district while in search of a group of Flathead Indians, known to be in the vicinity.

Irvine was associated with Major John Owen, who had a trading post in the Bitter Root Valley, and was seeking the Indians for trading purposes.

The traders and his party stopped one night here. Camp was set up near a spring in what is now Dublin Gulch. A few hundred yards west of this camp Irvine found a shallow excavation and some crude tools made of elkhorn and resembling gads (iron or steel pointed mining tools).

The Indians probably were looking for bright colored stones.

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